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General Worth of Statements, Memorizing, The Using of Ideas, Provision for a Tentative rather than a Fixed Attitude towards Knowledge, Provision for Individuality.

There is perhaps no one point in school work so neglected as that of learning how to study. Every one is left to stumble into methods and habits of his own, which for the most part is conducive to anything but economy of time and efficiency of effort. The author has done a good service in giving this discussion.

Elementary Trigonometry. By F. T. SWANWICK. Cambridge: The University Press. Pp. 258. \$1.25 net.

The first chapter of this book, which is on Approximate Arithmetic, is rather an innovation from the American standpoint. Such work if complete enough is of value and should be taken up somewhere, but an algebra would seem to be the more natural place to look for it.

The author defines: "The sine of an obtuse angle is equal to the sine of the supplementary acute angle." "The cosine of an obtuse angle is equal to the negative of the cosine of the supplementary acute angle." By means of these he has simple means of proving the formula for $(A \pm B)$ even when A and B are obtuse.

The book on the whole seems to have been carefully written and presents many excellent features.

Plane Geometry. By C. A. HART and D. D. FELDMAN. New York: American Book Company. Pp. 311. 80 cents.

This is a geometry of the usual type, as far as its general makeup is concerned, but it is well arranged typographically and contains some excellent features, for example, a very complete summary of the formulas of plane geometry.

It conforms to modern usage in its choice of propositions, and seems to have a very full set of well chosen exercises. There are also included some interesting references to important historical material.

One unusual feature is the definition of a plane figure as including both the boundary and the portion of the plane inclosed.

The Twenty-Seven Lines upon a Cubic Surface. By ARCHIBALD HENDERSON. Cambridge: The University Press. Pp. 100. \$1.50 net.

The fact of a definite number of straight lines lying on the cubic surface seems to have been discovered by Cayley in 1849, while Salmon determined the number as twenty-seven. In 1869 Wiener constructed a model of the surface with the twenty-seven real lines lying on it. In this memoir the author gives "a general survey of the problem of the twenty-seven lines, from the geometric standpoint, with special attention to salient features: the concept of trihedral pairs, the configuration of the double six, the solution of the problem of constructing models of the double six configuration and of the configurations of the straight lines upon the twenty-one types of cubic surfaces, the derivation of the Pascalian configuration from that of the lines upon the cubical surface with one conical point, and certain allied problems."